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AUTHOR Farmer, Noel T.
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ABSTRACT

This paper describes the use of site-based management in one Maryland (Frederick) high school. A partnership was established between a college teacher and the high school in order to conduct teacher training for implementing a Clinical Supervision Teacher Growth Program. High school faculty became supervisors and supervisees in a peer coaching arrangement to implement the growth model. The model included: a pre-observation conference between the supervisor and supervisee; a classroom observation; a post-observation conference (for reviewing observation information and devising an instructional improvement plan); and analysis of the clinical supervisory experience. Six training sessions occurred on theory and practice related to clinical supervision. Faculty formed peer coaching groups, with the college teacher providing coaching feedback. Over 2 years, research examined teachers' attitudes and perceptions of the model using the Concerns Based Adoption Model (CBAM) questionnaire. The CBAM investigated stages of concern, with concerns grouped around the domains of self, task, and impact. Results indicated that there was no one absolute response prescription for each stage. Findings suggested to the school improvement team and administrators that strong leadership was needed for clarifying the main priority of the new program in relation to all other new initiatives that school year. They decided to provide additional training for those who desired it and additional administrative support for organizing teachers to have time in the daily schedule to implement clinical supervision observation in their peer coaching teams. (Contains 5 figures and 11 references.) (SM)

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AN EFFECTIVE TOOL FOR SITE-BASED MANAGEMENT: CONCERNS BASED ADOPTION MODEL (CBAM)

by
Noel T. Farmer, Ed. D.

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AN EFFECTIVE TOOL FOR SITE-BASED MANAGEMENT: CONCERNS BASED ADOPTION MODEL (CBAM)

by
Noel T. Farmer

As faculty members in secondary schools seek to improve their students' performance on various state accountability measures, site-based management has seemingly been one approach which many schools and school systems have opted for in the quest for improved learning outcomes (Midgley and Wood, 1993). This was the case in the Frederick County Public School System in Frederick, Maryland when Dr. Hank Bohlander, Principal of the Urbana High School, established a school improvement team (SIT) whose members were elected by the faculty for the purpose of assisting in giving direction to the faculty in the improvement of instruction and student learning in their newly constructed high school facility in its first year of existence, 1995-1996. Urbana High's student population was phased in over a four year period in which one grade level was added each year until it was a complete four year high school in 1998-1999.

Early in the first year of Urbana High's existence, the school improvement team decided that staff development would be the top priority for this newly created faculty. Consequently, the faculty voted unanimously to establish a partnership with a Hood College teacher and consultant, Noel T. Farmer, Ed.D., and the Urbana High School for the purpose of receiving teacher training in the implementation of a Clinical Supervision Teacher Growth Program for any volunteering member of the faculty.

The Clinical Supervision Teacher Growth Program

Based on the recommendations of the school improvement team and the Hood College consultant, the faculty, with the complete endorsement of the principal, decided to use the Urbana faculty members in the roles of supervisor and supervisee in a peer-coaching arrangement in order to implement this growth model. The administration of the school pledged that the results of this supervision model would never be used in the evaluation procedures for the faculty

members. No school-based administrator or system-wide instructional supervisor would be involved in the actual clinical growth process as described in the next paragraph.

The model consisted of the following four components:

1. The **pre-observation conference** between the supervisor and the supervisee was conducted to identify the supervisee's instructional concern which became the focus for the observation and the collection of the data.
2. The **classroom observation** was conducted during which the data, as agreed to in the pre-observation conference, was gathered objectively by the supervisor.
3. The **post-observation conference** was conducted during which the supervisor and the supervisee reviewed the information collected during the observation and devised an instructional improvement plan.
4. An **analysis and critique** of the entire clinical supervisory experience was conducted by the supervisor and supervisee to enhance the supervisee's skills (Acheson and Gall, 1997).

Training

Six training sessions were conducted with the faculty on the theory and practices related to Clinical Supervision (November 1, 1995; November 27, 1995; December 6, 1995; December 18, 1995; February 21, 1996; and March 20, 1996). The Urbana High faculty members decided to practice the model of Clinical Supervision during April and May of 1996 by forming peer coaching groups of two faculty members each. Using their established practice schedule, the Hood College consultant provided coaching feedback sessions for the groups during the months of April, May, October, and November, 1996.

Two of the Urbana High School faculty members, Mark Kavanaugh (Foreign Language Department Chairperson) and Nancy Doll (Assistant Principal) enrolled in the course Educ 586 - Principles of Educational Supervision which was taught by the consultant at the Hood College. Both of these faculty members formed a team to teach the new teachers to Urbana High School in 1996-1997, 1997-1998, and 1998-1999 the principles of Clinical Supervision. In this way, the

Clinical Supervision Teacher Growth Program was institutionalized at Urbana High School.

Research Methods

Research was inaugurated during the two year span of 1996-1997 and 1997-1998 regarding the attitudes and perceptions of Urbana High School teachers concerning the implementation and adoption of this Clinical Supervision model of growth and development for teachers. The Concerns Based Adoption Model (CBAM) questionnaire, a validated conceptual model for describing the major factors influencing the decisions and actions of individuals in a new innovative adoption process (George, 1997), was selected to ascertain the attitudes and perceptions of Urbana High School teachers regarding the implementation and adoption of this Clinical Supervision model of growth and development.

A major assumption of CBAM is that the most important element in any new change is the people or faculty members who will be most impacted by the change. While it is very natural for faculty members to be concerned about any change, it is critical for leaders to understand that concerns exert a powerful influence on the implementation process of the new program. Therefore, it is necessary for the leaders of the new program to determine the kinds of faculty concerns that exist and then determine the types of assistance that the faculty members will find useful and helpful (Hall, Wallace, and Dossett, 1973).

The Stage of Concern (SoC) dimension of CBAM focuses on the concerns of individuals involved in the change (Hall, George, and Rutherford, 1997). Seven kinds of user concerns emanate from the administration of the CBAM questionnaire. These concerns which are grouped around the domains of **self**, **task**, and **impact** are displayed in Figure 1 (Hall, George, and Rutherford, 1997). While faculty members are likely to have some degree of concern at all seven stages at any given time, the stages where concerns are more or less intense will vary as the implementation of the new program progresses (Hall, Loucks, Rutherford, and Newlove, 1975).

Figure 1

STAGES OF CONCERN (SoC) ABOUT THE INNOVATION

SELF

STAGE O - AWARENESS: Displays the level of concern about the innovation or involvement with the innovation.

STAGE 1 - INFORMATION: Displays the level of general awareness of the innovation and his/her relation to it. (general characteristics, effect, and requirements for use)

STAGE 2 - PERSONAL: Level of concern about the demands of the innovation, and adequacy to meet those demands, reward structure of the organization, decision-making and consideration of potential conflicts with existing structures of personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

TASK

STAGE 3 - MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are indicated.

IMPACT

STAGE 4 - CONSEQUENCE: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are indicated.

STAGE 5 - COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

STAGE 6 - REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual may

have definite ideas about alternatives to the proposed or existing form of the innovation.

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* Original concept from Hall, G.E., Wallace, R.C., Jr., and Dossett, W.A. A developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, the University of Texas, 1973.

Results and Discussion

The Concerns Based Adoption Model questionnaire was administered to the faculty on two different occasions: 1) spring of 1997 and 2) spring of 1998. The findings from the second administration of the CBAM questionnaire in the spring of 1998 were presented to the new Principal of Urbana High School, Dr. George Seaton, II, because Dr. Bohlander had been promoted to the position of Director of High Schools in the Frederick County Public School System in the 1997-1998 school year. The findings from the administration of the CBAM questionnaire in the spring of 1998 are included in Figure 2. The results will be reported around the three domain categories of self, task, and impact.

Self Domain. In the self domain, the results of Stage O - (Awareness) indicated that the Urbana High School teachers possessed intense feelings and concerns at the 89th percentile about the new Clinical Supervision Teacher Growth Program and their involvement with this program. Personal concerns (Stage 2) registered at a fairly high level with a 67th percentile score and were slightly more intense than the Stage 1 moderate concerns in the 54th percentile regarding information.

Task Domain. In the task domain, the responding teachers indicated that they were somewhat concerned with a 60th percentile ranking in Stage 3 (Management) about time, logistics, or other managerial problems related to the Clinical Supervision Teacher Growth Program.

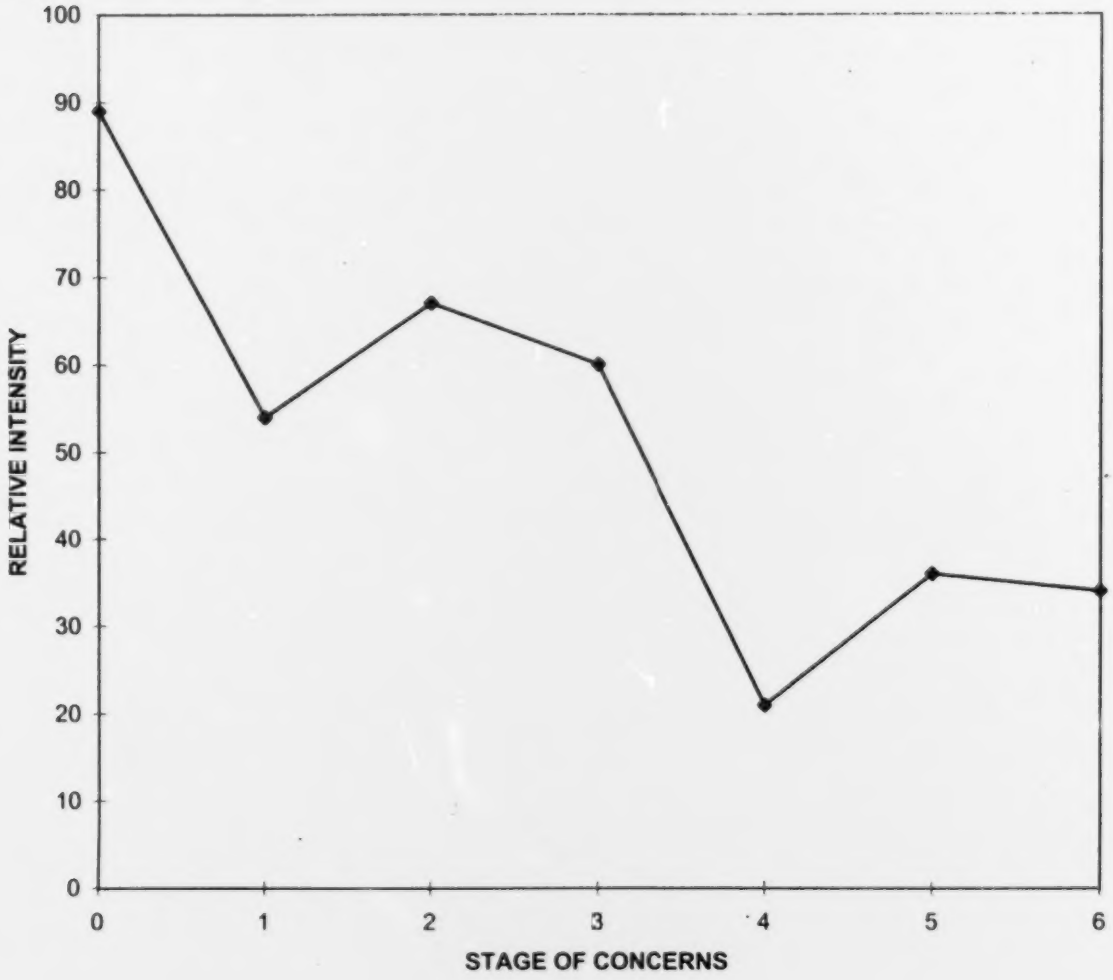
Impact Domain. In the impact domain, no intense feelings about the consequences (Stage 4) are evident based on a 21st percentile score. There were no intense personal feelings about the Stage 5 collaboration concept based on a 36th percentile ranking. As a final note, there were no intense personal concerns about the Stage 6 concept based on a 34th percentile score.

Interpretation of Results

There is nothing inherently positive or negative about a particular stage, profile, or pattern of concerns. It is important for the leader to recognize the developmental nature of concerns as real and to realize

Figure 2

URBANA HIGH CBAM II RESULTS



Number of Respondents = 38

Concerns Intensity Percentiles

Self Domain

Stage 0 (Awareness).....89
Stage 1 (Information).....54
Stage 2 (Personal).....67

Task Domain

Stage 3 (Management).....60

Impact Domain

Stage 4 (Consequence).....21
Stage 5 (Collaboration).....36
Stage 6 (Refocusing).....34

that they must not be ignored as the implementation process of the new program progresses. The success and health of any new program depends on the responses which leaders provide in recognition and awareness of these concerns (Hall, Wallace, and Dossett, 1973).

Self Domain. The Urbana High Faculty members had a high concern at the 89th percentile about their involvement with the Clinical Supervision Teacher Growth Program (Stage O - Awareness) and possessed stronger feelings about personal concerns (Stage 2) at the 67th percentile than the Stage 1 concerns of information at the 54th percentile. In general, when personal concerns (Stage 2) override concerns about learning more about the new program(Stage 1), the faculty is much more concerned about personal well-being in relation to the change than about learning more of a substantive nature about the new program. Faculty members in this situation normally have to have their personal feelings reduced before they can look at a new program objectively and begin to receive and use information about it. However, since the difference between these two stages (Stage 2 - 67th percentile and Stage 1 - 54th percentile) was relatively small (13 percentiles) and somewhat moderate overall in intensity, this projected concern remains legitimate.

Task Domain. The medium intensity level of faculty concerns on management (Stage 3) at the 60th percentile is problematic in that this was the third year of the implementation for this new program. Most of these concerns related to the logistics of scheduling, organizing, and time demands and should be much lower in intensity in the third implementation year of a new program.

Impact Domain. The faculty exhibited a low intensity level of concern for the program's impact on the consequences for students (Stage 4) at the 21st percentile. The faculty also had a low intensity level of concern for the desire to collaborate and work with others according to the very modest concerns registered in the collaboration Stage 5 at the 36th percentile. It would be expected that the faculty members' feelings about these two areas would be much higher at this stage of the implementation. The Stage 6 low, tailing-off 34th percentile ranking in refocusing suggested that overall the faculty did not have

other ideas that would compete with the Clinical Supervision Teacher Growth Program.

Comparison of the 1997 and 1998 CBAM Results

Figure 3 represents the results of the first administration of the CBAM questionnaire in the spring of 1997. In Figure 4, the results of the two CBAM administrations in 1997 and 1998 are graphically reported. An analysis of this comparison follows under the three domain categories of self, task, and impact.

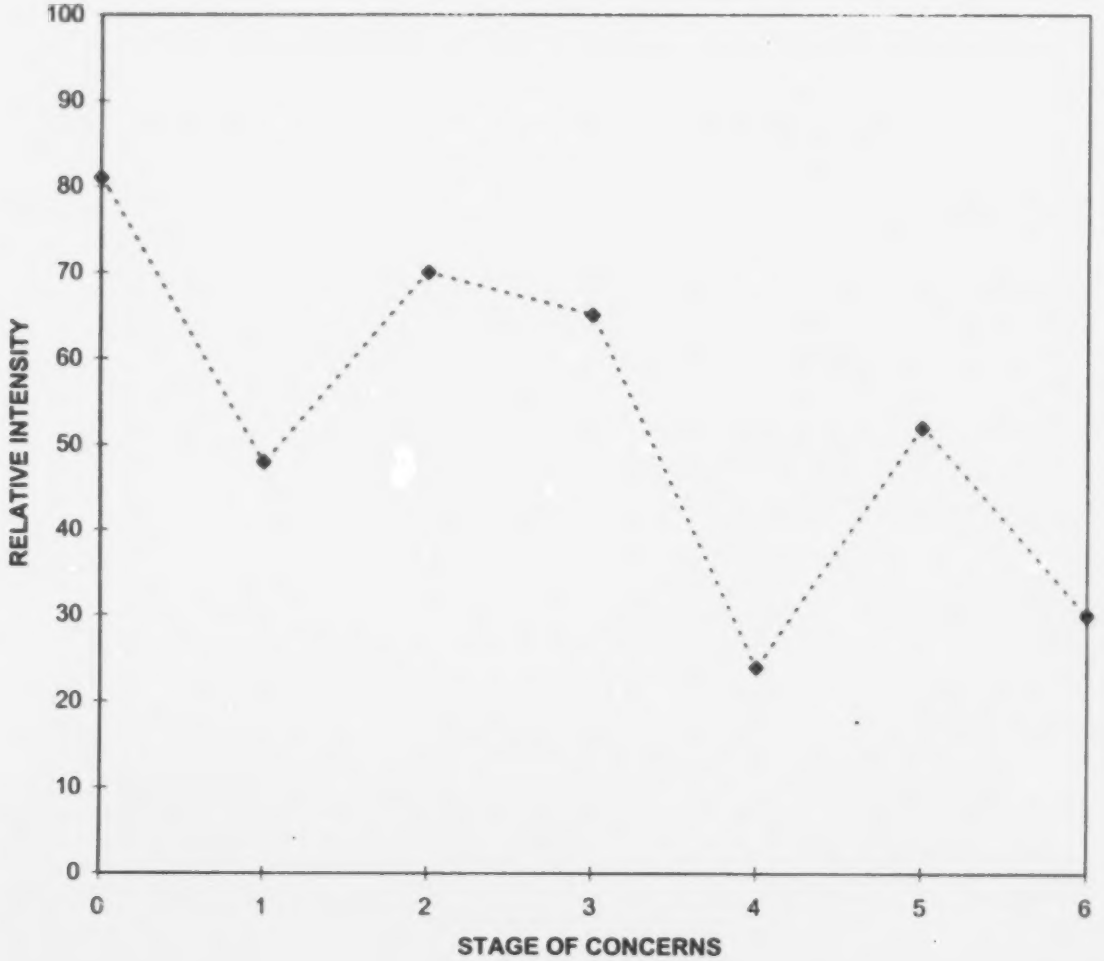
Self Domain. For two years in a row the Urbana High faculty members registered strong concerns at the 81st and 89th percentiles in Stage O regarding their involvement with the Clinical Supervision Teacher Growth Program. Stage 2 personal concerns have remained at approximately the same level of intensity at the 70th and 67th percentile scores. Moderate concerns have remained at the 48th and 54th percentiles for the Stage 1 informational concerns. After three years of implementation with a new program, it is expected that the Stage O (Awareness) would be registering at a much lower level of intense feelings. In addition, it is also expected that the personal concerns in Stage 2 would be much lower in intensity ratings and would hopefully be lower than the Stage 1 information concerns.

Task Domain. The medium intensity level of faculty concerns on Stage 3 (Management) remained somewhat constant at the respective levels of the 65th and 60th percentiles for two consecutive years. It would be expected that this level of intensity would be much lower in the third year of implementation.

Impact Domain. The faculty members' level of concerns for Stage 4 consequences and Stage 5 collaboration dropped to a very low level of intensity over the two years moving from the 24th to the 20th percentile in consequences and from the 52nd to the 36th percentile in collaboration. It is expected that in the third year of implementation that this trend line would be moving higher in levels of intensity. As a final note, the Stage 6 refocusing concept continued to remain at the respective lower levels of the 30th and 34th percentiles, suggesting that there are no other prevailing ideas competing with the Clinical Supervision Teacher Growth Program.

Figure 3

URBANA HIGH CBAM I RESULTS



Number of Respondents = 36

Concerns Intensity Percentiles

Self Domain

Stage 0 (Awareness).....81
Stage 1 (Information).....48
Stage 2 (Personal).....70

Task Domain

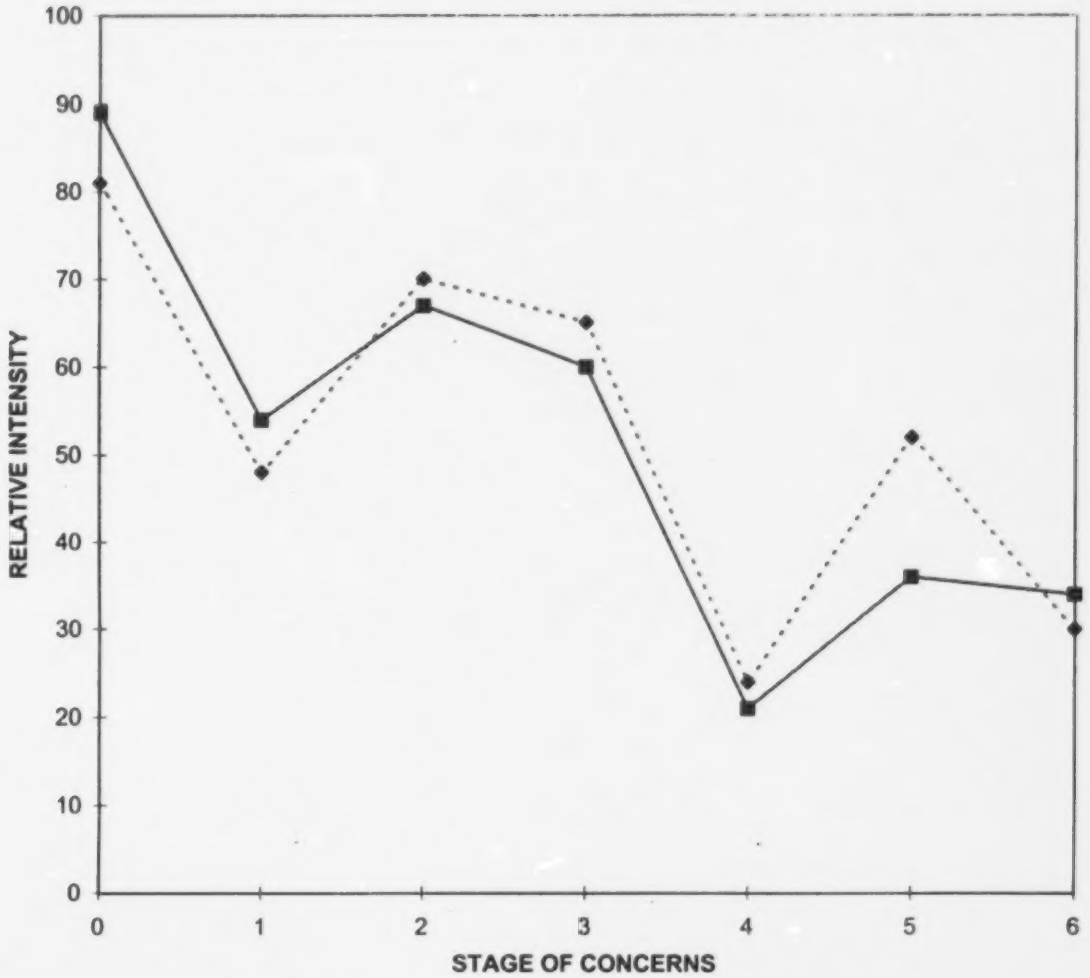
Stage 3 (Management).....65

Impact Domain

Stage 4 (Consequence).....24
Stage 5 (Collaboration).....52
Stage 6 (Refocusing).....30

Figure 4

URBANA HIGH CBAM I AND II RESULTS



Concerns Intensity Percentiles

Self Domain	CBAM I	CBAM I
Stage 0 (Awareness)....	81	89
Stage 1 (Information)..	48	54
Stage 2 (Personal).....	70	67
Task Domain		
Stage 3 (Management)...	65	60
Impact Domain		
Stage 4 (Consequence)...	24	21
Stage 5 (Collaboration).	52	36
Stage 6 (Refocusing)....	30	34

CBAM I = Dotted Line (N = 36)
CBAM II = Solid Line (N = 38)

Conclusions

In Figure 5, a variety of response suggestions are displayed for each of the seven stages (Hall and Hord, 1987). Since there is no one absolute response prescription for each stage, it was imperative that the school improvement team and administrators from Urbana High School consider how the Urbana High staff should respond to the various Stages of Concern for the 1998-1999 school year. Since this was a pivotal year in the timeline for implementing this teacher growth program, it was critical that these stages of concern be addressed early in the school year. After analyzing these findings, the school improvement team and the administrators decided that strong leadership needed to be given to clarifying the number one priority of this new program in relationship to all of the other initiatives that the Urbana High School faculty was attempting in the 1998-1999 school year. This apparent ambiguity needed to be resolved in terms of all of the initiatives which were on the plate for the faculty at Urbana High School. The school improvement team and the administration of the school decided that strong visible support from the school administration would be provided for the Clinical Supervision Teacher Growth Program at Urbana High School throughout the 1998-1999 school year for the faculty members volunteering to participate in this program. It was also decided that additional training would be provided for those who desired it and that additional administrative support would be provided for organizing for teachers to have time in the daily schedule to implement the clinical supervision observation experiences in their peer coaching teams.

Staff development is not always organized on a continuing basis or on an "on-the job basis" for teachers. It is many times organized on an one event approach without any coaching components over time (Fullan, 1995). Using the CBAM questionnaire with the faculty of Urbana High School, the school improvement team at Urbana High School has exemplified the best of site-based management in guiding their efforts with this Clinical Supervision Teacher Growth Program. Their experience suggests that other schools using a site-based management approach should consider the CBAM when implementing new instructional techniques. Even though the CBAM has been cited in the literature since the early 1970's (Fuller, 1969; Rutherford, 1997; Hall and Hord, 1987), it remains a very effective tool for school and

Figure 5

STAGES OF CONCERN AND THE FACILITATION OF CHANGE

A first step in using concerns to guide interventions is to know what concerns the individuals have, especially their most intense concerns. The second step is to deliver interventions that might respond to those concerns. Unfortunately, there is no absolute set of universal prescriptions, but the following suggestions offer examples of interventions that might be useful:

SELF

STAGE 0 - AWARENESS CONCERNS

A. If possible, involve teachers in discussions and decisions about the innovation and its implementation.
B. Share enough information to arouse interest, but not so much that it overwhelms.
C. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about the innovation are foolish.
D. Encourage unaware persons to talk with colleagues who know about the innovation.
E. Take steps to minimize gossip and inaccurate sharing of information about the innovation.

STAGE 1 - INFORMATIONAL CONCERNS

A. Provide clear and accurate information about the innovation.
B. Use a variety of ways to share information - verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
C. Have persons who have used the innovation in other settings visit with your teachers. Visits to user schools could also be arranged.
D. Help teachers see how the innovation relates to their current practices, both in regard to similarities and differences.
E. Be enthusiastic and enhance the visibility of others who are excited.

STAGE 2 - PERSONAL CONCERNS

A. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.
B. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
C. Connect these teachers with others whose personal concerns have diminished and who will be supportive.
D. Show how the innovation can be implemented sequentially and how the skills are attainable.
E. Do not push innovation use, but encourage and support it while maintaining expectations.

TASK

STAGE 3 - MANAGEMENT CONCERNS

A. Clarify the steps and components of the innovation. Information from innovation configurations will be helpful here.
B. Provide answers that address the small specific "how-to" issues that are so often the cause of management concerns.
C. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.
D. Help teachers sequence specific activities and set timelines for their accomplishments.
E. Attend to the immediate demands of the innovation, not what will be or could be in the future.

IMPACT

STAGE 4 - CONSEQUENCE CONCERNS

A. Provide these individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the topic.
B. Don't overlook these individuals. Give them positive feedback and needed support.

C. Find opportunities for these persons to share their skills with others.
D. Share with these persons information pertaining to the innovation.

STAGE 5 - COLLABORATION CONCERNS

A. Provide these individuals with opportunities to develop those skills necessary for working collaboratively.
B. Bring together those persons, both within and outside the school, who are interested in collaboration.
C. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.
D. Use these persons to provide technical assistance to others who need assistance.
E. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

STAGE 6 - REFOCUSING CONCERNS

A. Respect and encourage the interest these persons have for finding a better way that will be productive rather than counterproductive.
B. Encourage these individuals to act on their concerns for program improvement.
C. Help these persons access the resources they may need to refine their ideas and put them into practice.
D. Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovations.

Individuals do have concerns about change, and these concerns will have a powerful influence on the implementation of change. The Concerns Based Adoption Model (CBAM) offers several easy ways to identify these concerns. It is up to those who guide change to identify concerns, interpret them, and then act on them.

school systems using the site-based management approach at the end of this century and during the beginning of the 21st century.

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